

**THE CORRELATION BETWEEN THE STUDENTS' PARTICIPATION
IN DISCUSSION CLASS TOWARD THE STUDENTS'
SPEAKING ABILITY AT THE SECOND YEAR
OF SENIOR HIGH SCHOOL 4 SIAK**



By

FADHILAH ARDI

NIM. 10614003484

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

FADHILAH ARDI

NIM. 10614003484

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The Thesis entitled “*The Correlation Between the Students’ Participation in Discussion Class toward the Students’ Speaking Ability at the Second Year of Senior High School 4 Siak*”, is written by Fadhilah Ardi, NIM. 10614003484. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. H. Jasno Susanto, M.Pd.

EXAMINER APPROVAL

The Thesis entitled “*The Correlation Between the Students’ Participation in Discussion Class Toward the Students’ Speaking Ability at the Second Year of Senior High School 4 Siak*”. Is written by Fadhilah Ardi, NIM. 10614003484. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya’ban 14, 1432 H/July 15, 2011 M. as one requirement for the undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Sya’ban 14, 1432 H

July 15, 2011 M

Examination Committee

Chairperson

Secretary

Drs. Hartono, M.Pd.

Examiner I

Dr. Hj. Zulhidah, M.Pd.

Examiner II

Drs. Syafaruddin, M.Pd.

Bukhori, S.Pd.I.,M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP.1970022 199703 2 001

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In the name of Allah SWT, the most gracious and the most merciful, The Lord of Universe, all praises belongs to Allah Almighty. By His Guidance, the Prophet Muhammad SAW has brought human beings from the darkness to the lightness.

The writer has completed his academic requirements for the award of bachelor degree at English Education Department of Faculty of Education and teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

The title of this project is “The Correlation between the Students’ Participation in Discussion Class toward the Students’ Speaking Ability at Second Year of SMA N 4 Siak”

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The writer,

Fadhilah Ardi

10614003484

ABSTRAK

Fadhilah Ardi, (2011): Hubungan Antara Partisipasi Siswa dalam Diskusi Kelas Terhadap Kemampuan Berbicara Siswa dalam Bahasa Inggris Kelas 2 di SMA N 4 Siak.

Dalam persetujuan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Penelitian ini bertujuan untuk menemukan korelasi antara partisipasi siswa dalam diskusi kelas terhadap kemampuan berbicara siswa.

Subjek dari penelitian ini adalah siswa tahun kedua SMA N 4 Siak, sedangkan objek dari penelitian ini adalah partisipasi siswa dalam diskusi kelas dan kemampuan berbicara siswa. Populasi dari penelitian ini adalah 247 orang siswa. Dikarenakan banyaknya populasi, penulis mengambil 5 orang siswa perkelas. Dalam riset ini penulis menggunakan teknik percontohan acak. Contoh yang diambil adalah 34 siswa. Dalam mengumpulkan data, penulis melakukan observasi dan test lisan dalam bahasa inggris untuk menemukan nilai partisipasi siswa dalam diskusi kelas dan kemampuan berbicara siswa. Penulis mengolah data dengan menggunakan rumusan Pearson Coefficient Correlation.

Dari data yang telah diolah dengan menggunakan SPSS For Windows seri ke 17.00 dapat dilihat bahwa tidak ada hubungan yang signifikan antara partisipasi siswa dalam diskusi kelas dan kemampuan berbicara mereka dalam Bahasa Inggris, seperti yang dijelaskan sebagai berikut:

1. Nilai koefisien korelasinya adalah $0.101 < 0.349$ pada standar signifikan 5% dan 0.449 pada standar signifikan 1% (lihat table Product Moment), dengan kata lain H_a ditolak yang mengindikasikan bahwa tidak ada korelasi yang signifikan antara partisipasi siswa dalam diskusi kelas dan kemampuan berbicara siswa dalam Bahasa Inggris
2. Nilai probabilitas atau nilai sig. (2-tailed) adalah $0.571 > 0.05$ yang berarti bahwa H_0 nya diterima. Dengan kata lain, tidak ada hubungan yang signifikan antara partisipasi siswa dalam diskusi kelas terhadap kemampuan berbicara siswa dalam Bahasa Inggris

ABSTRACT

Fadhilah Ardi, (2011): The Correlation Between Students' Participation in Small Group Discussion Toward The Students' Speaking Ability at the Second Year of Senior High School 4 Siak

In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. This research is aimed to find out the correlation between students' participation in discussion class and their speaking ability.

The subject of this research is the Second Year of SMA N 4 Siak whereas the object of this research is the students' participation in discussion class and their speaking ability. The population of this research is 247 students. Since it is a large number, the writer took 5 students from each class as the sample. In this case, the writer uses random sampling technique. Consequently, the sample became 34 students. In collecting data, the writer used observation and speaking test. Observation was used to find out the participation of the students in discussion class. The speaking test was used to find out the students' speaking ability. The writer calculated the data by using Pearson Coefficient Correlation.

From the data analysis which has been done by using SPSS for windows version 17.00 program, it can be seen there is no significant correlation between the students' participation in discussion class and their speaking ability at the second year of SMA N 4 Siak as shown by the explanation below:

1. The score of correlation coefficient is $0.101 < 0.349$ in significant level of 5% and 0.449 in significant level of 1% (see the table of product moment). It means that H_a is rejected which indicates that there is no significant correlation between students' participation in small group discussion and the students' speaking ability.
2. The probability of score sig. (2-tailed) is $0.571 > 0.05$. It means that H_o is accepted. In other words, there is no significant correlation between students' participation in small group discussion and their speaking ability.

المخلص

الطلاب فئة تجاه مناقشة في المشاركة "تأثير" هو الرسالة هذه عنوان
". سيك SMA N 4 من الثانية السنة في التحدث على القدرة الطلاب

مناقشتها يجب التي المشاكل بعض الكاتبة وشهدت ، للأعراض وفقا
صفال في الطلاب المشاركة بين العلاقة لمعرفة البحث هذا ويهدف وحلها
التحدث وقدرتها المناقشة

أن حين في 4 سيك SMA N من الثانية السنة في هو البحث هذا موضوع
التحدث وقدرتها المناقشة الصف في الطلاب مشاركة هو البحث هذا ن الهدف
الكاتب اتخذ ، كبير د هو لأنه نظرا .وطالبة طالب 247 هو البحث هذا سكان
تقنية يستخدم والكاتب ، الحالة هذه يف .والعينة صف كل 5
جمع في .طالبا 34 العينة أصبحت ، وبالتالي .العينات أخذ عشوائية
يستخدم كان .التحدث والاختبار الملاحظة الكاتبة وتستخدم ، البيانات
استخدام تم .المناقشة الصف في الطلاب ومشاركة لمعرفة للمراقبة
البيانات محسوب الكاتب .التحدث الطلاب قدرة يتحدث ما لمعرفة اختبار
بيرسون ارتباط معامل باستخدام

ويندوز لبرنامج SPSS باستخدام به القيام تم التي البيانات تحليل
مشاركة بين كبير ارتباط هناك ليس إليه ينظر أن يمكن ، الإصدار 17 00
SMA N من الثانية السنة في يتحدث وقدرتها المناقشة الصف في الطلاب
: التالي الشرح بينته كما سيك SMA N 4

1. 5 % من كبير مستوى 0.349 < 0.101 هو الارتباط معامل من النتيجة .
أن يعني ما وهو .(المنتج لحظة الجدول انظر) 1 % من كبير مستوى في 0.449
المشاركة" بين كبير ارتباط هناك ليس أنه إلى يشير الذي هو المقبول
الكلام قدرة الطلاب الطلاب صغيرة جموعة مناقشة في
2. ن أن يعني وهو 0.05 > 0.571 هو (الذيل - 2) .النتيجة SIG احتمال
الطلاب مشاركة بين كبير ارتباط هناك ليس ، أخرى وبعبارة هو المقبول
التحدث على وقدرتها صغيرة جموعة مناقشة في

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As an international language, English is used in many countries as the second and foreign language. In the international relationship, it becomes a lingua franca among people from different native languages, cultures, and social distances. People can be easy to get a job and to exchange information about science and technology, culture and lifestyle. In other words, English is a key to know the world and plays important roles for many purposes, for example; communication in daily activities, business, trade and for developing science and technology, culture and life style.

In Indonesia, English is acknowledged as the foreign language that is acquired and taught as a compulsory subject and local content through education al institution such as in Kindergartens, Primary Schools, Junior High Schools, Senior High Schools, and Universities. It indicates that our government has been trying to develop human resources to be equal with the other countries in the world, especially in the field of education, technology- communication, and business world.

The students who want to get ability in English should master four language skills, namely; listening, writing, speaking, and reading. Besides, there are interrelated components in such skills namely; vocabulary, grammar and pronunciation. Every student must learn those skills and components, because both of parts have an important role to the others to have good proficiency. Learning one of the components must be supported by learning the others.

The mastery of speaking is very important for the students. It contributes in absorbing and understanding science disciplines written in English. The ability of the students in mastering the skills is inseparable with the role of the teacher, instructor and even an English lecturer that they are hardly supposed to pour their best ways in order to ease the students to digest the lessons.

Hasibuan and Ansyari (2007:101) point out that many learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In teaching speaking, teacher should be able to guide students into learning situation in order to enable them to master it because speaking is the key of communication. Therefore, the teacher's position with his or her ability, readiness, and proficiency are also useful for the students.

Discussion is one of the effective ways in developing speaking ability. The topic presented invites the students to involve in and take part on it. To find the problem solving of the topic, participation of the students are absolutely expected to give response, suggestion, and ideas. Consequently, it hopes that the students do not keep silent during discussion activity in the classroom. They should get involved and show their spirit and ideas. However, the teacher has to use his or her position as the

discussion controller, motivator and moderator or guidance in building the students' motivation.

Hasibuan and Ansyari(2007:113) state that a well-prepared communicative output activities such as classroom discussion can encourage students to experiment and innovate with the language , and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. It will contribute to their self-confidence as speakers and to their motivation to learn more.

According to Morgan in Abdul Karim (2008:2), participant is taking in the teaching and learning process. Students' active participation will also appear if students have speaking ability. Being able to speak well can take a apart actively during classroom discussion activities in the forms of asking some questions, answering question, giving question, giving comment, criticizing, and interrupting teacher's speaking.

Teaching and learning process will go smoothly if either teacher or students are motivated, in the same willing and vision. Teacher will feel respectful if the students can participate actively during classroom discussion activity, and of course, the teacher will be disappointed if the students just keep silent. Sapo-Shevin and Schiedenwind in Abdul Karim (2008:2) states that cooperative learning or discussion also requires strategies for the students collaboration and attention how strictly the teacher should structure activities to help encourage effective cooperation. Teacher should be able to organize a group work discussion, audience, and moderator. To make cooperative cooperation, a work group discussion is expected to master the

material presented. When the audiences give answer, they prepare and are ready to give answer, of course, by using a simple language in order to catch the message. Hence, the teacher is expected to be able to give motivation for the students, who have problem in speaking, not only focus on the students' fluency, but also give the tricks of overcoming the students' weaknesses to get involved in the classroom discussion actively and get a good response from them. Therefore, the teacher has to give them chance to speak and ask some questions, even though they do not want to use the opportunities given.

According to Hasibuan and Ansyari(2007:102), the teacher can use a balanced activity approach that combine language input, structured output, and communicative output. This effort is done to help the students in developing the communicative efficiency in speaking.

Theoretically, there are some factors that make the students unable to participate actively during discussion class activity. Firstly, most of the students may feel isolated. In other words, the writer can say that the students are hopeless to do the task given. They are lazy to enter the class room because they are studying English by reading and doing the task most of the time. Secondly, the teacher himself may not be able to be a good model of speech for the students that have lack of vocabulary to deliver or express the ideas in speaking.

English subject is better to be taught through the discussion form. Most of the students, especially for the second year of SMA N 1 Tualang, face some problems in taking a part actively during class room discussion activity. Based on the students'

response toward the question given, the basic problems that they have are seemed as follows:

Firstly, the teacher is accustomed to speaking Bahasa Indonesia in teaching activity. Consequently, the students do not have a model to be imitated in speaking. They do not have a good model how to pronounce a word, how to rise and fall the intonation in speaking, and how to make a facial expression while talking. Secondly, the students have low interest in speaking English. It does not mean that they do not have ability to express their ideas, but they are not accustomed to speaking English. Consequently, when they are speaking, they can not speak fluently.

Basic Competency	Indicators
Expressing the transactional and interpersonal dialogue in formal and informal occurances accurately, fluently, and acceptable in meaningful context of daily life that involve utterances of showing happy, paying attention, showing sympathy, giving instruction.	<ul style="list-style-type: none"> • Practicing the useful expression in a role play • Making the dialogue

Based on the curriculum above, students are expected to speak accurately, fluently, and acceptable in meaningful context of daily life.

By the discussion method, students are expected to practice their English and finally they do not hesitate to express their ideas. Yet there are still weaknesses found by the writer in the implementation of the discussion technique. So, the writer concludes that there are some symptoms as explained below:

1. Most of the students are afraid to speak and express their ideas.
2. Most of the students tend to keep silent in discussion class.
3. Most of the students are afraid of making mistakes when they are speaking English.
4. Most of the students are difficult to convey their ideas in English.
5. Most of the students are reluctant to speak and participate in discussion term.

Based on the ideas and phenomena above, the writer is interested in conducting a research entitled:

THE CORRELATION BETWEEN THE STUDENTS' PARTICIPATION IN
DISCUSSION CLASS TOWARD THE STUDENTS' SPEAKING ABILITY OF
THE SECOND YEAR OF SMA N 4 SIAK

B. The Definition of the Term

In order to avoid the misunderstanding and misinterpretation of this research, the definition of the term is importantly viewed to clarify.

a. Influence

Influence means the power to produce an effect (Oxford Dictionary)

b. Participation

According to Hornby in Abdul Karim (2008:4), participation means taking parts in it. According to Oxford Dictionary, participation means take part or become involved in an activity. In this paper, participation can be defined as a condition in which students can take part during the teaching and learning process, such as asking, answering teacher's question, delivering ideas, criticizing, arguing, and discussing.

c. Discussion

According to Oxford Dictionary, discussion means talk or writes about something (1980:119). In the term of teaching, discussion is an approach to teach which consists of goal. Focused group conversation involving either groups of students or the whole class, and which usually involves interaction about the subject matter between a teacher and the students (Abdul Karim in Thesis, 2008:5)

d. Speaking Ability

According to Collin (in Mardiansyah, 2009:4), speaking ability is the capacity in activity of giving and taking correctly. In this term, speaking ability means the ability of the students in discussion class.

C. The Problem of the Research

1. Identification of the Problems

There are many problems that can be identified as follows:

- a. Why are the students reluctant to speak English during the discussion class?
- b. What factors make the students tend to keep silent in discussion class?

- c. To what extent do the students understand about the advantage of the discussion class?
- d. What factors make the students difficult to convey their ideas in spoken English?

2. The Limitation of the Problems

Because of the limited time, finance, and knowledge of the writer, it is necessary for the writer to limit the problem. The problem is limited to the influence of the students' participation in discussion class and their abilities and factors that influence the students' speaking ability.

3. The Formulation of the Problems

From the limitation of the problem above, the problems will be formulated into the following research questions:

- 1. How is the students' participation in the classroom?
- 2. How is the students' speaking ability?
- 3. Is there any correlation between the students' participation in the classroom discussion toward the students' speaking ability at the second year of SMA N 4 Siak?
- 4. Is there any contribution of the students' participation in small group discussion toward the students' speaking ability at the second year of SMA N 4 Siak?

D. The Objectives and Significances of the Research

1. Objectives of the Research

Based on the previously formulated problem, there are two objectives to be reached in this research:

- a. To find out the impact of the students' participation in small group discussion to their speaking ability.
- b. To find out the factors, such as accuracy and fluency that influence the students' speaking ability.

2. Significances of the research

After conducting this research, the writer hopes:

- a. The students can improve their English speaking and take some advantages of classroom discussion.
- b. Find out the factors causing the students' difficulties in delivering the ideas in the classroom discussion.
- c. Be able of growing the students' ability in speaking term, especially when they are doing discussion activity.
- d. To give useful contribution to English Educators, especially in speaking lesson application

E. The Reasons for Choosing the Title

1. The title is interesting because students' participation small group discussion class is very important in increasing the students' speaking ability.

2. The title is important to be researched because small group discussion class is one of the effective methods in increasing speaking ability.
3. As far as the writer knows, the title has not been researched yet.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Students' Speaking Ability

Speaking develops naturally and early in language as first manifestation of language used by human. As explained in the background previously that speaking is one of the communicative means relating people in social relationship and social expectation. Speaking or conversation for learners sometimes regards as a source of relief from and more serious language work enabling to help development of communication ability. Yet the success of speaking is irrefutable with the students' response to the language.

Many ELT theorists have given various definitions of speaking. Bygate (in Mardiyansyah, 2009:22) defines speaking as oral interaction where the participants need to negotiate the meaning contained in ideas, feeling and manage in terms of who is to say what, to whom and about what.

Speaking is one of the English skills. It is a very important thing if someone would like to master a language. Because speaking is the application of language skill after mastering other language skills such as listening, reading, and writing, on other hand, it plays an important role in having four-language skills.

Little Wood (1981:1) states that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined. In addition, Nunan (1989:26) also says that language is characterized by well-performed

sentences, which are integrated highly structured paragraphs. It is known that speaking is a very difficult and complex skill to learn especially by the foreign language students. There are many different abilities included in this skill. Hughes (1990:110) says that speaking ability on five components: accent or pronunciation, grammar, vocabulary, fluency, and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

According to Brown (2004: 140), in his book “Principles and Classroom Practices”, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In the other page of his book, Brown says that there are five basic types of speaking. They are:

1. Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
2. Intensive. This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.
3. Responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

4. Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships

5. Extensive. Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Furthermore, Celce-Muria (in Mardiansyah 2009: 22) states that there are many speaking activities:

- a) Drills, linguistically structured activities
- b) Performance activities
- c) Participation activities
- d) Observation activities

Harris (in Mardiansyah 2009: 24) says that some of the components in speaking are pronunciation, grammar, Vocabulary, Fluency and comprehension. In order to speak clearly, some aspects that have great influence in speaking are needed. Hence, the speaking ability is related to analytical exposition.

B. Nature of Participation

Participation takes part or become involved in an activity (Oxford 1991: 299). The activity is known as an activity of the students and work together in order to share information about the topics or the problems. In this activity, the teacher's function is as a guide to the students in expressing their ideas and correcting the students' mistakes.

There is an interaction process between two or more persons, each changes their experience, information, problem solving. Discussion can also increase the students' participation individually.

Language learning is difficult and learners often need to discuss the process with other people. The topics with peer-amazing transformation of classroom activities and atmosphere can occur because of these discussions any anxiety and inhibition diminish. Learners feel they have more control over their own fate. Discussion and feeling can also take place outside of class with friends, parents, counselors or native speakers of the language to encourage students in expressing their feeling about they need to utter.

Donna Styles (2001: 14) states that students' participation in classroom discussion not only benefit socially, emotionally and morally, but also intellectually taking part in classroom discussion with a formalized problem solving model helps students make tremendous studies in their ability to reason, analyze, synthesize and evaluate.

Furthermore, she states that students learn that problems and solutions must be broken down into understandable parts, relationships among people and events must be considered, and plans must be organized to become reality. Students have chance to practice the skill of synthesizing are suggested, and they discuss the possible consequences of any new ideas. Finally, the evaluation of new generated solutions to problems involves looking at criteria for possible effectiveness.

C. Small Group Discussion

Speaking is an interaction connecting one to another. It absolutely indicates that there is an implication of two or more people in this term. The presence of those has resulted communicative acts called verbal interaction or utterance. The variety of people as well as their participation in verbal interaction will of course generate colored inputs of experiences and ability possessed by them.

James, C.V (1992:283) in small group situation, every ones get opportunity to offer an opinion and supra linguistic feature of genuine interaction are developed too. Eye contact and body language are important aspect to real talk. Students also use turn-taking strategies how to interrupt and to express agreement dissent.

Furthermore, it also happens in small group discussion. The part of the students in small group discussion both the speakers and interlocutors have some immediate control over the direction of communication that will present two signals that they are verbal or non-verbal signals. (Nunan, D. 1991: in Abdul Karim: 2008)

The discussion method is an alternative method for teaching English speaking to help the teacher to reach the goal of teaching, especially to improve the students' speaking ability. Student-centered learning is a way of thinking about student learning. It requires that the planning, teaching, and assessment focused on the needs and abilities of the students (how they learn, what they experience, and how they engage with their learning). It is a shared knowledge and shared authority between the students and teacher where the teacher shares control of the classroom and students are allowed to experiment their own learning. Teacher becomes facilitator,

helping students access the information, interpret, organize and use knowledge to solve problems and also as the motivator, helping the students to arouse their willing to study actively.

Student-centered learning includes a variety of active strategies, that involve students in doing and thinking about what they are doing. Students are given the responsibility for learning. It is based on the idea that learning is meaningful when topics are relevant to the students' lives, needs, and interests and when the students are actively engaged in constructing their own knowledge.

According to Arends in Kusmaryati (2009: 7), student-centered learning includes a variety of active strategies, that involve students in doing and thinking about what they are doing. Students are given the responsibility for learning. It is based on the idea that learning is meaningful when topics are relevant to the students' lives, needs, and interests and when the students are actively engaged in constructing their own knowledge.

Student centered models rest on the theoretical perspectives of John Dewey and other twentieth century progressive educators as well as on the theoretical perspective proposed by contemporary developmental and cognitive psychologists. These views hold that knowledge, instead of being objective and fixed, is somewhat personal, social, and cultural. The learners through the experience are able to construct meaning.

The concept of Student-Centered Learning has been credited in 1905 to Hayward and in 1956 to Dewey's work. Carl Rogers is associated with expanding this

approach into a general theory of education. The term of Student-Centered Learning was also associated by the work of Piaget and more recently with Malcolm Knowles in his book 'Freedom to Learn for the 80s', describes the shift in power from the expert teacher to the Student Centered. It is driven by a need for a change in the traditional environment where in this so-called educational atmosphere, students become passive, apathetic and bored.

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the Teacher Centered to the Student Centered learning. The teacher focuses on transmission of information formats, such as teaching, has begun to be increasingly criticized and this has covered the way for a general growth of 'student-centered learning' as an alternative approach.

The description of Teacher-Centered learning strategy is focusing on the teacher transmitting knowledge from the expert to the beginner. In the contrary, Student-Centered learning strategy is focusing on the students learning and what students do to achieve the goal of learning, rather than what the teacher does.

Drawing on similar concepts when describing Student-Centered courses as those that emphasize: learner activity rather than passivity; students' experience on the course outside the institution and previous to the course; process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher.

The following figure describes Classroom Discussion as a model of Student Centered Learning. The effectiveness of using Classroom Discussion requires an

understanding of several important topics pertaining to Classroom Discussion. It describes the procedures the teacher uses to encourage verbal interchange among students.

Furthermore, she explains that there are three learners' outcomes for classroom discussion:

1. conceptual understanding
2. involvement and engagement
3. communication skills and thinking processes.

In summary, it appears that some views of Student-Centered Learning as the concept of the student's choice in their education. While others see it as the student doing more than the teacher (active versus passive learning), and the others have a much broader definition which includes both of these concepts but, in addition, describes the shift in the power relationship between the student and the teacher.

Classroom discussion is also called cooperative learning. Richards and Platt (1999: 87) state that cooperative learning is working together with one or more peer(s) to solve a problem, complete a learning task, and share information or get feedback on performance.

In addition to present some immediate control of verbal and non-verbal signal of participants in the small group discussion, there are some formats and adjectives that are likely to be achieved. Long, H. M, Richard, C.J (1987:203) elaborate, the objectives, and format of small group discussion involve:

1. To develop in each individual a growing sense of commitment to the group.
2. To develop trust and co operation among the group members.
3. To develop interaction techniques that facilitates fair interaction.

According to Richards and Platt (1999: 113), discussion method is an approach to teaching which consist of a goal-focused group conversation involving either groups of students or the whole class, and which usually involves interaction about subject matter between a teacher and the students.

There are four kinds of discussion method, they are:

1. Recitation

a teacher directed and highly structured discussion in which the teacher checks to see if the students have learned certain facts.

2. guided discussion

A Less structured discussion in which the teacher seeks to promote understanding of important concept.

3. Reflective discussion

The last structured of discussion in which students engage in a critical and creative thinking, solve problem and explore issues.

4. Small group discussion

The class is divided into small groups which students assuming responsibility for the discussion.

There are some kind of characteristics in group discussion term, they are:

- a. A small number of students (four to twelve) meet together.
- b. They choose, or are given a common topic or problem and a goal or objective.
- c. They exchange and evaluate information or ideas about the topic.

Arends in Kusmaryati (2009: 9) explains that in applying the classroom discussion, the teacher should make a good plan for his/her successful classroom discussion process although spontaneity and flexibility are important in it. There are five steps in planning the discussion in the process of teaching and learning. They are:

1. Consider purpose

Teacher should be sure about the purpose of discussion before applying the approach in the class. This is done in order the teacher can check for students' understanding of assignments or presentations through recitations, teach teaching skill and share the experience to the students.

2. Consider students

A good teacher will consider the students' activities when he/she has to apply the classroom discussion in the class. It includes the considerations in how particular students in the class will respond differently to various kinds of questions. The teacher also predicts how some students will want to talk all the time whereas others will be unenthusiastic to say anything.

3. Choose an approach

In Classroom discussion choosing one of approach can really influence the two things of planning for discussion above. Three approaches that can be used in the classroom discussion are:

a. Recitations

The approach is applied by giving the information on a particular topic and brief question and answer sessions about the information can provide teacher with a mean of checking the students' understanding. It can also arouse the students' motivation to complete their assignments or to listen carefully when the teacher is talking.

b. Inquiry or problem-based discussion

This other approach in classroom discussion is part of some types. This is done by giving the puzzle situations to the students that are not immediately explainable.

Teacher encourages the students to ask questions because they are curious about the puzzle given by the teacher. In this type of discussions, the teacher helps the students to be conscious of their own reasoning processes and teach them to monitor and evaluate their own learning strategies.

c. Sharing-based discussion

It will help the students to form and express thoughts and opinions independently.

Through dialogue about shared experiences, and what these experiences mean, ideas are developed or expanded and questions are raised for future study.

4. Make a plan

A lesson plan for a discussion consists of objectives and a content outline. The plan should include not only the targeted content but also a well-conceived focus statement, the description of a puzzling event, and/or a list of questions.

5. Use physical space appropriately

In a classroom discussion, the appropriate of using the physical space is one of important things because it can influence the students' behaviors and their communication both of with the teacher and their friends. There are two recommended seating patterns; U-shape seating pattern and circle seating pattern.

In applying Classroom Discussion, Arends (2007) explains about the five phases in the process of teaching learning. Therefore, the application of Classroom Discussion in teaching English speaking is as follows:

1. Clarify aims and establish set

- a. Explaining the purposes of the discussion
- b. Giving the appropriate issue to the students
- c. Inviting the students to the puzzling situation
- d. Getting the students set to participate and respond to the discussion

2. Focus the discussion

- a. Relating the beginning discussion questions

- b. Focusing to the students' prior knowledge or experience
 - c. Describing the puzzling situation given in the previous phase.
 - d. Explaining the discussion issue
 - e. Encouraging the students' participations
3. Hold the discussion
- a. Monitoring the students' interactions
 - b. Asking some question related to the issue
 - c. Giving the chance to the students to presents their ideas
 - d. Responding the ideas given by the students
 - e. Enforcing the ground rules
 - f. Keeping records of the discussion
 - g. Expressing his/her own ideas
4. End the discussion
- a. Helping the students to end the discussion
 - b. Making the summarize of discussion by tying various ideas together from the students
 - c. Explaining the important role about the discussed issue for the students
5. Debrief the discussion

In this phase, teacher gives the explanation to the students about the advantages and the disadvantages in doing the discussion in order they can minimize and decrease the disadvantages and maximize the use of Classroom Discussion as a model in Student- Centered Learning.

According to Hasibuan and Ansyari (2007:112), small group discussion will succeed when the teacher prepares students first, and gets out of the way. There are some steps to succeed with the discussion:

- a. Prepare the students: give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- b. Offer choices: let the students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television program, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as an engaging and place heavy demands on students' linguistic competence.
- c. Set a goal or outcome: this can be a group product, such as a letter to the editor, or individual report, on the views of others in the group.
- d. Use small groups instead of whole-class discussion: large group can make participation difficult.
- e. Keep it short: give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- f. Allow the students to participate in their own way: not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

- g. Do topical follow-up: have students report to the class on the result of their discussion.
- h. Do linguistic follow-up: after the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

The word of discussions can be described in more detail, as the situations in which teacher and students or students and other students talk with one another and share ideas and opinions. Questions employed to stimulate discussion are usually at a higher cognitive level.

Seeing that reason, the researcher is interested in doing this experimental research in senior high school where most of the students have the requirement in doing the discussion.

Many people are afraid to discuss in class, but open dialog provides an excellent learning situation. If the students have a different opinion from the teacher, so they can go ahead and say their opinion because that is one of the goals in the discussion, sharing the idea.

Both of teacher and students should make certain that their opinion is based on facts and evidence, and that is not just something they made up.

D. Speaking Assessment

According to Hughes, (1989:111-112) speaking test should consist of five components to be related, they are accent (pronunciation), grammar,

vocabulary, fluency, and comprehension. Speaking test consists of a set of qualities to be related and a series of possible ratings; it can be seen from the tables below:

I.1

Accent /Pronunciation

Score	Requirement
6	Native pronunciation, with no trace of “foreign accent”.
5	No conspicuous mispronunciations, but would not be taken from a native speaker.
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
3	“Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible

I.2**Grammar**

Score	Requirement
6	No more than two errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and understanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate phrases

I.3

Vocabulary

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interest ; general vocabulary permits discussion of any non-technical subject with some circumlocutions
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
2	Vocabulary\limited to basic personal and survival areas
1	Vocabulary inadequate for even the simplest conversation

I.4**Fluency**

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as a native speaker's
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
2	Speech is very slow and uneven expected for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

I.5

Comprehension

Score	Requirement
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
4	Understands quite well normal educated speech when engaged in a dialogue, but may require considerable repetition and rephrasing
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristy topics; requires constant repetition and rephrasing
1	Understand too little for simplest type of conversation

E. Relevance Research

Abdul Karim(2008) has carried out a research entitled “ The Students’ Participations in Discussion Class and Their Speaking Achievement of English Education Department of UIN Suska Riau”. The samples of the research were 134 students. The techniques used were the observation, questionnaire, and

documentation. Based on the research, it can be concluded that there is a significant correlation between the students' participation a small group discussion and their speaking achievement of students at English Department of UIN Suska Riau. It can be seen from H_a (alternative hypothesis) is accepted and H_o (Null Hypothesis) is rejected.

F. The Assumption and Hypothesis

1. The Assumption

There are some assumptions before coming to the hypothesis of this research as follows:

- a) Speaking ability is influenced by many factors.
- b) The students' speaking ability will be influenced by the students' participation in small group discussion.
- c) The students' speaking ability is varying in small group discussion.

2. The Hypothesis

H_o : There is no significant influence of students' participation in small group discussion to the students' speaking ability of the second year of SMA N 4 Siak.

H_a : There is a significant influence of students' participation in small group discussion to the discussion to the students' speaking ability of the second year of SMA N 4 Siak.

G. Operational Concept

In carrying out this research, it is necessary to classify briefly the variable used in analyzing the data. Operational concept is a concept to give an explanation about theoretical framework to avoid misunderstanding about the research. The explanation is to describe the concept used by the writer. The indicators are clue and strategies applied in the implementation of the various methods.

This is a correlation research, which is divided into 2 variables. According to James dean Brown (1988:7) variable is something that may vary, or differ. A variable is essentially what we can observe or quantify of the human characteristics or abilities involved. The operationalization of variables is a researcher's chance to explain how each variable is being defined with respect to the construct in question.

According to Nunan (1980-983), learners in small group were capable of correcting one another succesfully and they do not produce more errors or learn each other mistake when working together in small group discussion.

The independent variable (X) is the students' participation in small group discussion. In this research, there are some indicators as follows:

1. The students are brave to speak in small group discussion
2. The students are capable of using non-signal in speaking
3. The students have self-cconfidence and have cooperation in group
4. The students use turn taking strategy in interrupting and in expressing agreement or dissent in small group discussion

5. The students are capable of developing in each individual a growing sense in small group.

Dependent variable (Y) is students' speaking ability at the second year of SMA N 4 Siak.

Dependent Variable (Y)

1. The students are able to express their ideas fluently
2. The students are able to use grammar in speaking correctly
3. The students are able to use appropriate vocabulary in speaking
4. The students are able to express their ideas comprehensively
5. The students have good pronunciation in speaking

This is a correlation research, because the writer has correlated the variable X and variable Y. There are two variables used in this research, firstly independent variable in the students' participation in small group classroom discussion, symbolized by "X," and "Y" symbolizes dependent variable; the students' speaking ability.

CHAPTER III

RESEARCH METODOLOGY

A. The Location and Time of the Research

The location of this research is at SMA N 1 Tualang, which has been renamed by the government of Siak Regency to SMA N 4 Siak. This research was conducted from July to Augustus 2010.

B. The Subject and the Object of the Research

The subject of this study is the second year students of Second Grade at SMA N 1 Tualang or SMA N 4 Siak. The object of this study is the correlation between the students' participation in small group discussion class and their speaking ability.

C. The Population and Sample of the Research

According to Mueler in Andri Kurniawan(2007:9), population is all individuals which have certain characteristic and which a research wants the result of a study to be generalized.

The population of the research is the second year of SMA N 1 Tualang or SMA N 4 Siak in academic year 2010-2011. The samples of this research were 35 students. They are divided into 7 classrooms; IPA and IPA program, four classes for IPA program and three classes for IPS program. Since it is a large number, the writer has chosen five students each class to participate in this research. It can be seen from this table below:

Table I.1
The Population of the Sample

class	Population			sample
	male	female	total	
XI IPA 1	16	19	35	5
XI IPA 2	17	21	36	5
XI IPA 3	16	19	35	5
XI IPA 4	17	19	36	5
XI IPS 1	15	20	36	5
XI IPS 2	15	19	34	5
XI IPS 3	16	20	36	4
TOTAL	119	128	247	34

D. The Technique of Data Collection

Selecting appropriate research instrument is an important account before having a research, but to collect the data is the more important one. To collect data from sample of this research, the writer used the techniques as follows:

a. Observation

The writer observed the process of small group discussion three times and collected some data about the students' participation in small group discussion.

According to Michael J. Wallace (1998:106) there are some methods of recording the observation:

- a) Real time observation, the observation is done through the teaching/ learning without any electronic means or recalling the data
 - b) Audio taping, by using the tape recording
 - c) Video taping, by using the camera
 - d) Transcription
- b. Speaking Test

It has been conducted to measure the students' speaking ability. The writer provided the students with some topics such as

- a) family
- b) hobby
- c) environment
- d) intercourse
- e) daily activity

The students may choose their own topic and tell a story about the topic they have chosen. The writer then recorded the students' story by the camera to be the evident.

According to Cyril Weir in Mardiansyah (2009:23), oral presentation can be the measurement in measuring speaking ability. The candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate

has to speak at length which enables a wide range of criteria including fluency to be applied to the output.

E. The Techniques of Data Analysis

In the data analysis, the gathering data were analyzed by using quantitative approach. Because there are two variables X and Y in this study, the writer used product moment coefficient to examine whether there is correlation between two variables or not. To analyze the data in this research, writer used SPSS 17.00 for windows in analyzing and calculating the data.

To find the result of the speaking test, the writer used this formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Total Number of Respondents

TABLE I.2

THE CLASSIFICATION OF STUDENTS' SCORE

Score	Categories
76- 100	Good
60- 75	Enough
0-59	Bad

(Arikunto: 1999: 126)

According to Hartono (2008:57-58), there are three ways to obtain the correlation between two variables, they are:

1. The r-table is employed to see whether or not there is a significant correlation between students' participation in small group discussion and their ability in speaking. The obtained value is consulted with the value of r-table product moment correlation $df=N-nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_o = r_o < r \text{ table}$$

Criteria of hypothesis:

- a. H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' participation in small group discussion and students' speaking ability
- b. H_o is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' participation in small group discussion and their speaking ability.
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
 - a. Probability score >0.05 , it means that H_o is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
3. Use the explanation if sign (**/*) under table, if there is the sign means that there is a significant correlation.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

This chapter presents the findings and data analysis that concern about the observation list on the classroom discussion, the data of oral test of the students, and the data of interview about the factors influencing students in speaking English.

The purposes of this research are to get information about the correlation between students' participation in small group discussion and their speaking ability at X IPA 1 of SMA N 1 Tualang or SMA N 4 Siak. To collect the data, the writer used two instruments; observation and test. Observation was conducted to know how the participation of the students in the small group discussion is. Test was used to measure the students' speaking ability. The test uses a scaling (good, enough and bad). The score of each item is determined based on those scales: good is scored for 76-100; enough is scored for 60-75 and bad for 0-59 (Arikunto: 1999: 126)

B. Data Presentation

1. The Observation List on the Classroom Discussion

To know the five items of the observation, see Appendix 1. The following tables are the observation list of the implementation of discussion:

TABLE IV. 1**Observation 1**

NO	Item Observation	Fr	%
1	The students are brave to speak in small group discussion	25	73.5
2	The students are capable of using non-signal in speaking	24	70.5
3	The students have self-confidence and cooperated in group	24	70.5
4	The students use turn taking strategy in interrupting and in expressing agreement or dissent in small group discussion	19	55.8
5	The students are capable of developing in each individual a growing sense in small group	26	76.5

From the data observation above, the value F is 117 and the total number N is $34 \times 5 \times 1 = 170$. Then it is calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{117 \times 100}{170}$$

$$P = 0,68 \times 100$$

$$P = 68\%$$

The average percentage of the first observation is 68%. As it was mentioned before, the data collected to know the implementation of the discussion method were classified into three ranges. The percentage was obtained for the implementation of

discussion of second year students in SMA N 4 Siak. It can be categorized as “MEDIUM” because 68% is found in the category 60%-75%

TABLE IV. 2

Observation 2

NO	Item Observation	Fr	%
1	The students are brave to speak in small group discussion	29	85.3
2	The students are capable of using non-signal in speaking	29	85.3
3	The students have self-confidence and cooperated in group	19	55.8
4	The students use turn taking strategy in interrupting and in expressing agreement or dissent in small group discussion	22	64.7
5	The students are capable of developing in each individual a growing sense in small group	30	88.2

From the observation above, the value F is 131 and the total number N is 34x5x1=170. Then it is calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{131}{170} \times 100$$

$$P = 0,77 \times 100$$

$$P = 77\%$$

The average percentage of the second observation is 77%. As it was mentioned before, the data collected to know that the implementation of discussion was

classified into three ranges. The percentage obtained for the implementation of discussion of the second year students in SMA N 4 Siak is 77%. It can be categorized “GOOD” because 77% is found in the category 76%-100%.

TABLE IV. 3

Observation 3

NO	Item Observation	Fr	%
1	The students are brave to speak in small group discussion	29	83.5
2	The students are capable of using non-signal in speaking	25	73.5
3	The students have self-confidence and cooperated in group	25	73.5
4	The students use turn taking strategy in interrupting and in expressing agreement or dissent in small group discussion	23	67.6
5	The students are capable of developing in each individual a growing sense in small group	26	76.4

From the data observation above, the value F is 128 and total number N is 34x5x1. Then it is calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{128}{170} \times 100$$

$$P = 0,75 \times 100$$

$$P = 75\%$$

The average percentage of the third observation is 75%. As it was mentioned before, the data collected to know the implementation of discussion was classified into three ranges. The percentage obtained for the implementation of discussion of the second year students in SMA N 4 Siak is 75%. It can be categorized “MEDIUM” because 75% is found in the category 60%-75%.

From the calculation of the three times of those observations above, the total data of observations:

The value of F is = $117+131+128=376$ and the total number N is $34 \times 5 \times 3=525$. Then it is calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{376}{525} \times 100$$

$$P = 0,71 \times 100$$

$$P = 71\%$$

The average percentage after calculating is 71%. As it was mentioned before, the data collected to know the students' participation in small group discussion was classified into three ranges. The percentage obtained for the implementation of discussion of the second year students of SMA N 4 Siak is 71%. It can be categorized “MEDIUM” because 71% is found in the category 60%-75%.

TABLE IV. 4**The Average of Students' Participation in Small Group Discussion**

Students	Students Participation in Small Group Discussion	Category
1	86	Good
2	80	Good
3	86	Good
4	60	Enough
5	86	Good
6	86	Good
7	73	Enough
8	73	Enough
9	66	Enough
10	33	Bad
11	53	Bad
12	80	Good
13	80	Good
14	80	Good
15	80	Good
16	73	Enough
17	80	Good
18	73	Enough
19	53	Bad
20	80	Good
21	73	Enough
22	73	Enough
23	73	Enough
24	73	Enough
25	80	Good
26	60	Enough
27	73	Enough
28	53	Bad
29	66	Enough
30	80	Good
31	80	Good
32	60	Enough
33	66	Enough
34	66	Enough

The writer categorized the result of the observation as follows:

- a. There were 14 students who got good score

80 80 80 80 80 80 80 80 80 80 86
 86 86 86

- b. There were 10 students who got medium score

60 60 60 64 64 64 64 73 73 73

- c. There were 4 students who got score low

33 53 53 53

2. Data About Speaking Test

The speaking test has been conducted to measure the students' speaking ability.

The writer provided the students with some topics such as

- a. family
- b. hobby
- c. environment
- d. intercourse
- e. daily activity.

The students chose their own topic and told a story about the topic they have chosen. The writer then recorded the students' story by the camera to be the evident.

The data below are the scoring of the two lecturers of speaking as the rater.

The result of speaking test can be seen as follows:

Table IV. 5
The Score of Speaking Test

No	The score of speaking test	Frequency (F)	Percentage (%)
1	71	1	2.9
2	70	2	5.8
3	68	1	2.9
4	66	1	2.9
5	64	2	5.8
6	62	2	5.8
7	60	4	11.7
8	58	5	14.7
9	56	3	8.8
10	52	4	11.7
11	50	1	2.9
12	48	2	5.8
13	46	1	2.9
14	44	2	5.8
15	40.5	3	8.8

The percentage of students' speaking ability is:

$$\begin{aligned}
 MX &= \frac{\sum fx}{N} \\
 &= \frac{1907,5}{34} \\
 &= 56.10
 \end{aligned}$$

The writer categorized the result of the speaking test as follows:

- a. There was no student who got good score
- b. There were 13 students who got medium score

71	70	70	68	66	64	64	62	62	60
60	60	60							

- c. There were 21 students who got score low

58	58	58	58	58	56	56	56	46	52	
52	52	52	50	48	48	40,5	40,5	40,5	44	44

The students speaking ability at the second year of SMA N 4 Siak is 56.10, it can be concluded that students' speaking ability at the second year of SMA N 4 Siak is BAD

C. Data Analysis

The analysis uses SPSS application, as described below:

TABLE IV.7
Descriptive Statistics

	Mean	Std. Deviation	N
The Students' Participation in Small Group Discussion	71,6765	11,81863	34
The Students' Speaking Ability	56,1029	8,70456	34

From the table above, it is shown that the mean of the students' participation in small group discussion is 71. 67 and the mean of the students' speaking ability is 56.10. Standard deviation of the students' participation in small group discussion is 11.81 and the students' speaking ability is 8.70. It means that the level of data variance of the students' speaking ability is smaller than the students' participation in small group discussion.

TABLE IV.7
Correlations

		The Students' Participation in Small Group Discussion	The Students' Speaking Ability
Pearson Correlation	The Students' Participation in Small Group Discussion	1,000	,062
	The Students' Speaking Ability	,062	1,000
Sig. (1-tailed)	The Students' Participation in Small Group Discussion	.	,363
	The Students' Speaking Ability	,363	.
N	The Students' Participation in Small Group Discussion	34	34
	The Students' Speaking Ability	34	34

1. The probability score or sig. (2-tailed) is 0,363, it is higher than 0,05. It means that H_0 is accepted. In other wise, there is no significant correlation between the students' participation in small group discussion and the students' speaking ability.
2. Coefficient correlation score of the students' participation in small group discussion and the students' speaking ability is 0,62 and it is marked positive. It shows that the correlation is positive, meaning that the higher students' participation in small group discussion, the students' speaking ability will be

higher too.

TABLE IV.8

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	The Students' Speaking Ability ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: The Students'

Participation in Small Group Discussion

In this data analysis, writer used enter method.

TABLE IV.9
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,062 ^a	,004	-,027	11,97864

a. Predictors: (Constant), The Students' Speaking Ability

b. Dependent Variable: The Students' Participation in
Small Group Discussion

The table above shows that the percentage of the influence of the students participation in small group discussion and the students' speaking ability. The determination coefficient is 0,004, it means that the influence of independent variable to dependent variable is 0, 04%. The other influence is 99, 96%.

TABLE IV.10
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17,828	1	17,828	,124	,727 ^a
	Residual	4591,613	32	143,488		
	Total	4609,441	33			

a. Predictors: (Constant), The Students' Speaking Ability

b. Dependent Variable: The Students' Participation in Small Group Discussion

TABLE IV.11
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	66,939	13,596	
	The Students' Speaking Ability	,084	,240	,062

a. Dependent Variable: The Students' Participation in Small Group Discussion

TABLE IV.12
Coefficients^a

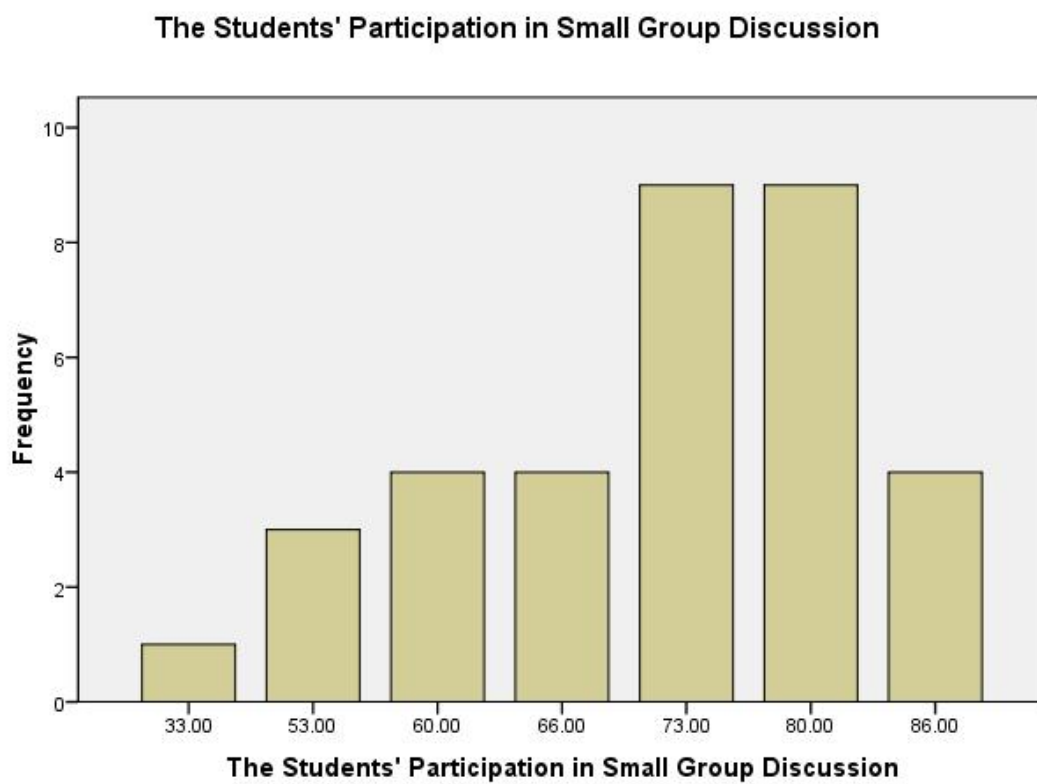
Model	T	Sig.	95,0% Confidence Interval for B	
			Lower Bound	Upper Bound
1 (Constant)	4,924	,000	39,245	94,633
The Students' Speaking Ability	,352	,727	-,404	,572

a. Dependent Variable: The Students' Participation in Small Group Discussion

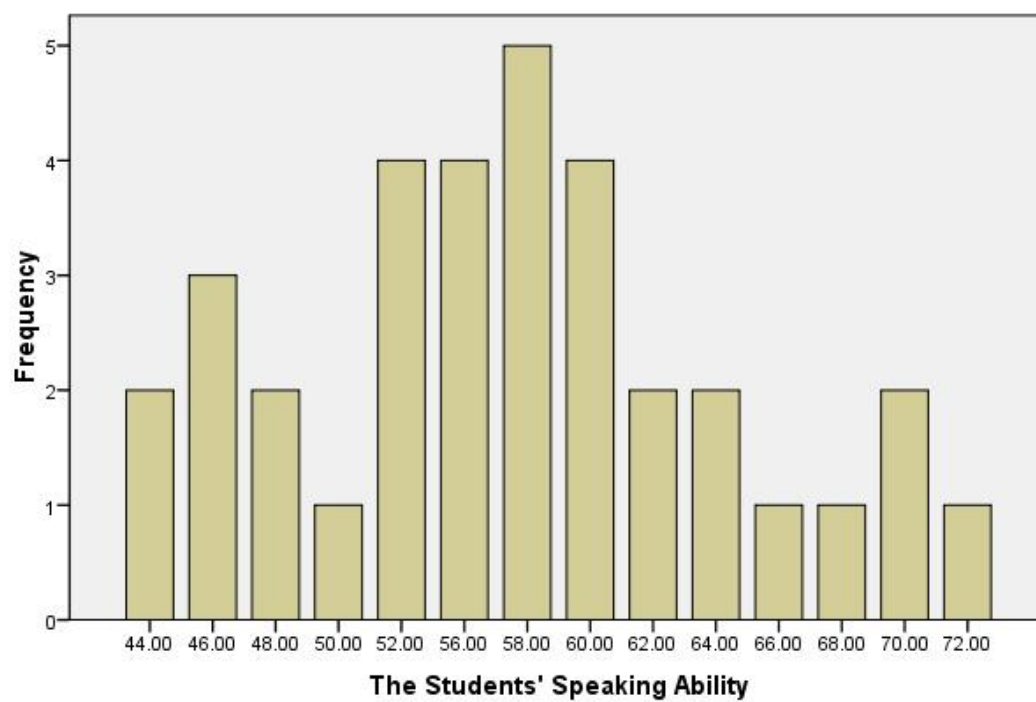
TABLE IV.13
Residuals Statistics^a

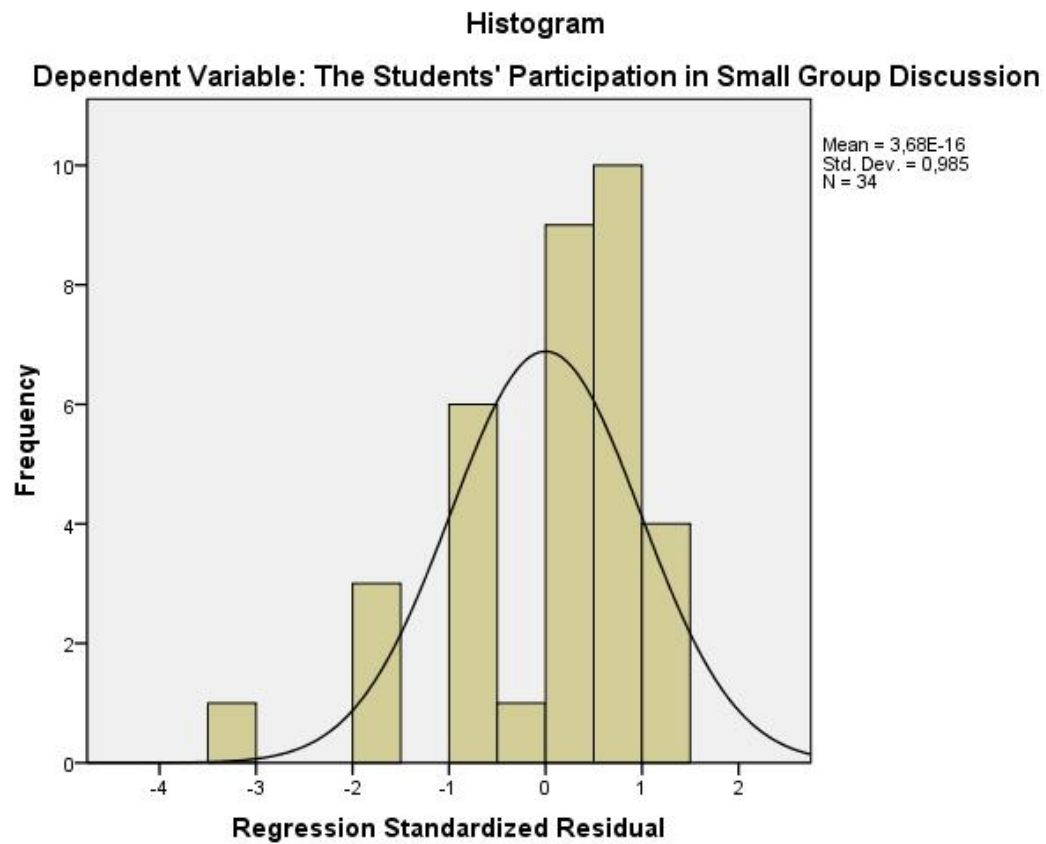
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	70,3590	73,0188	71,6765	,73501	34
Residual	-37,65450	15,64104	,00000	11,79575	34
Std. Predicted Value	-1,793	1,826	,000	1,000	34
Std. Residual	-3,143	1,306	,000	,985	34

a. Dependent Variable: The Students' Participation in Small Group Discussion



The Students' Speaking Ability





From the table above, the variable of correlation coefficient of students' participation in small group discussion in small group discussion and their speaking ability in SMA N 4 Siak is 0.101, sig.(2tailed)= 0.571, the interpretation as follows:

1. The score of correlation coefficient is $0.101 < 0.349$ in significant level of 5% and 0.449 in significant level of 1% (see the table of product moment). It means that H_a is rejected which indicates that there is no significant correlation between students' participation in small group discussion and the students' speaking ability.

2. The probability of score sig. (2-tailed) is $0.571 > 0.05$. It means that H_0 is accepted. In other words, there is no significant correlation between students' participation in small group discussion and their speaking ability.
3. The outputs above shows that no a sign (**) means that there is no significant correlation between students' participation in small group discussion and their speaking ability.

The correlation between two variables is negative. It means that there is no significant correlation between students' participation in small group discussion and their speaking ability.

It can be concluded that students' participation in small group discussion is medium, because the average score of students is 75%. Furthermore, the speaking ability is low, because the percentage is 56, 82%. Based on the result of the research, the writer found no correlation between the students' participation in small group discussion and the students' speaking ability at the second year of SMA N 4 Siak. It might because the teacher never apply this method before, so the students got confused and did not know how to participate.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Speaking is one of the four language skills. The purpose of speaking is to convey an idea or message to the listener. To speak correctly, one must know all sorts of language rules. In order to avoid miscommunication between speaker and listeners, we have to learn grammar, vocabulary, pronunciation and comprehension. In this chapter, the writer presents conclusion of those which have been discussed in the previous chapter, and then gives some recommendation concerning with the students' ability to express their ideas in classroom discussion.

A. CONCLUSION

Based on the previous chapter, the investigator can give the conclusion as follows:

1. The students' participation in small group discussion at the second year of SMA N 4 Siak is 75%. It means that the students speaking ability at the second year of SMA N 4 Siak is MEDIUM
2. The percentage obtained for the students' speaking ability at the second year of SMA N 4 Siak is 56.82% and it can be categorized in LOW

3. Based on the research, there is no significant correlation between students' participation in small group discussion and their speaking ability at the second year of SMA N 4 Siak
4. Based on the result of data analysis, the contribution of the students' participation in small group discussion toward the students' speaking ability is 0,004. Since it is a very small number, it can be assumed that there are many other factors that influence the students' speaking participation in small group discussion.

It can be concluded that students' participation in small group discussion is medium, because the average score of students is 75%. Furthermore, the speaking ability is low, because the percentage is 56, 82%. Based on the result of the research, the writer found no correlation between the students' participation in small group discussion and the students' speaking ability at the second year of SMA N 4 Siak. It might be because the teacher never applied this method before, so the students got confused and did not know how to participate.

B. RECOMMENDATION

To make this thesis more useful, the writer gives some recommendation for the students and for the teacher as follows:

1. For the students:
 - a. Improve the speaking skill
 - b. Be motivated in following the classroom discussion
 - c. Give more attention to the topic of discussion
 - d. Should wish to read much English book to support the ideas
 - e. Have positive attitude toward classroom discussion
2. For the teacher
 - a. Motivate the students to be active in classroom discussion
 - b. Guide the students to express their ideas
 - c. Give the opportunities to the students in delivering their ideas in classroom discussion
 - d. Give reward to the excellent students in speaking English
 - e. Provide the students with a good model in speaking English

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APPENDIX 1
The Observation lost on The Students in Classroom Discussion

Observation: 1, 2, 3

No	Observation Items	Observation	
		Yes	No
1	The students are brave to speak in small group discussion		
2	The students are capable of using non-signal in speaking		
3	The students have self-confidence and have cooperation in group		
4	The students use turn taking strategy in interrupting and in expressing agreement or dissent in small group discussion		
5	The students are capable of developing in each individual a growing sense in small group.		

APPENDIX 2

Students' Participation in Small Group Discussion

Observation 1

Students	Items					Total
	1	2	3	4	5	
1						5
2		–				4
3				–		4
4		–				4
5						5
6				–		4
7	–					4
8		–				4
9	–					4
10	–		–	–	–	1
11			–			4
12				–		4
13	–					4
14	–					4
15			–			4
16		–		–		3
17			–			4
18		–				4
19	–			–	–	2
20					–	4
21				–		4
22			–			4

23					–	4
24				–	–	3
25	–			–		3
26		–		–	–	2
27		–		–		3
28			–	–		3
29			–			3
30		–	–			3
31		–		–		3
32	–		–	–	–	1
33	–		–	–	–	1
34		–				4
Total						117

APPENDIX 3

Students' Participation in Small Group Discussion

Observation 2

Students	Items					Total
	1	2	3	4	5	
1					–	4
2			–			4
3				–		4
4	–	–				3
5				–		4
6				–		4
7		–	–			3
8	–			–		3
9		–	–			3
10	–	–		–		2
11			–			4
12				–		4
13				–	–	3
14			–			4
15			–			4
16		–				4
17						5
18		–		–	–	2
19	–	–		–		2
20			–			4
21			–			4

22				–		4
23		–	–			3
24			–			4
25				–		4
26	–					4
27			–			4
28			–		–	3
29				–		4
30						5
31			–			4
32		–				4
33			–			4
34			–			4
Total						131

APPENDIX 4
Students' Participation in Small Group Discussion
Observation 3

Students	Items					Total
	1	2	3	4	5	
1			–			4
2		–				4
3						5
4	–			–	–	2
5		–				4
6						5
7			–			4
8				–		4
9			–	–		3
10	–		–		–	2
11		–		–		3
12			–			4
13						5
14		–				4
15			–			4
16	–					4
17				–	–	3
18						5
19		–				4
20				–		4
21		–			–	3
22			–	–		3
23					–	4

24				–		4
25						5
26		–		–		3
27					–	4
28		–	–		–	2
29	–	–				3
30					–	4
31						5
32				–		4
33						5
34	–		–	–		2
Total						128

APPENDIX 5
SPEAKING TEST

Choose one of these topics and tell your story about the topic you have chosen in front of the class minimum 3 minutes and maximum 7 minutes.

- family
- hobby
- environment
- intercourse
- daily activity

APPENDIX 6
The Students' Speaking Ability Test
(Scoring by Rater 1)

No	Student	The scoring components of speaking ability test					Total Score	Average
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	3	3	4	4	4	18	72
2	Student 2	3	3	3	3	2	14	56
3	Student 3	2	2	2	2	3	11	33
4	Student 4	2	2	3	2	3	11	33
5	Student 5	2	2	3	2	3	11	33
6	Student 6	3	3	3	2	3	14	56
7	Student 7	4	3	3	3	4	17	68
8	Student 8	2	2	3	3	3	13	52
9	Student 9	3	3	4	3	3	16	64
10	Student 10	2	2	2	3	2	11	44
11	Student 11	3	3	4	3	4	17	68
12	Student 12	2	2	3	3	3	13	52
13	Student 13	3	2	4	3	4	16	64
14	Student 14	3	3	3	3	3	15	60
15	Student 15	2	3	3	2	3	13	52
16	Student 16	3	4	2	3	2	15	60
17	Student 17	3	3	3	3	3	15	60
18	Student 18	3	2	3	3	2	12	48

19	Student 19	3	3	3	3	3	15	60
20	Student 20	3	3	3	3	3	14	56
21	Student 21	3	4	4	3	4	17	68
22	Student 22	2	2	3	2	3	12	48
23	Student 23	3	3	3	3	3	15	60
24	Student 24	2	2	2	3	2	13	52
25	Student 25	2	2	3	3	3	12	48
26	Student 26	3	2	2	2	2	11	44
27	Student 27	3	2	3	3	3	14	56
28	Student 28	3	3	3	3	3	15	60
29	Student 29	2	2	3	3	3	13	52
30	Student 30	3	3	3	3	3	15	60
31	Student 31	2	4	3	3	3	15	60
32	Student 32	2	3	2	3	4	14	56
33	Student 33	3	4	3	3	4	17	68
34	Student 34	3	4	3	3	3	17	68
Total								

Rater 1

Yasir Amri S.Pd. I

APPENDIX 7
The Students' Speaking Ability Test
(Scoring by Rater 2)

No	Student	The scoring components of speaking ability test					Total Score	Average
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	3	3	4	4	4	18	72
2	Student 2	3	3	3	3	3	15	60
3	Student 3	2	2	2	3	3	12	48
4	Student 4	2	2	3	2	3	12	48
5	Student 5	2	2	3	2	3	12	48
6	Student 6	3	3	3	3	3	15	60
7	Student 7	4	4	3	3	4	18	72
8	Student 8	2	2	3	3	3	13	52
9	Student 9	3	3	4	4	4	18	72
10	Student 10	2	2	2	3	3	11	44
11	Student 11	3	4	3	3	4	14	56

12	Student 12	2	2	3	3	3	13	52
13	Student 13	3	2	3	4	4	16	64
14	Student 14	3	3	3	2	3	14	56
15	Student 15	2	3	2	2	3	12	48
16	Student 16	3	4	3	3	2	15	60
17	Student 17	3	3	3	3	3	16	64
18	Student 18	2	2	2	3	2	11	44
19	Student 19	3	3	3	3	3	15	60
20	Student 20	3	2	3	3	3	14	56
21	Student 21	3	3	3	3	4	16	64
22	Student 22	2	2	3	2	3	12	48
23	Student 23	3	3	3	2	3	14	56
24	Student 24	2	2	3	3	3	13	52
25	Student 25	2	2	2	3	2	12	48
26	Student 26	2	2	2	2	3	11	44
27	Student 27	3	2	3	3	3	14	56
28	Student 28	3	3	3	3	3	15	60
29	Student 29	3	2	3	3	4	14	56
30	Student 30	3	3	3	3	3	15	60
31	Student 31	2	3	3	3	3	14	56
32	Student 32	2	2	3	3	4	14	56
33	Student 33	3	3	4	4	4	18	72
34	Student 34	3	3	3	3	3	15	60
Total								

Rater 2

Kurnia Budiyantri, M.Pd

APPENDIX 8

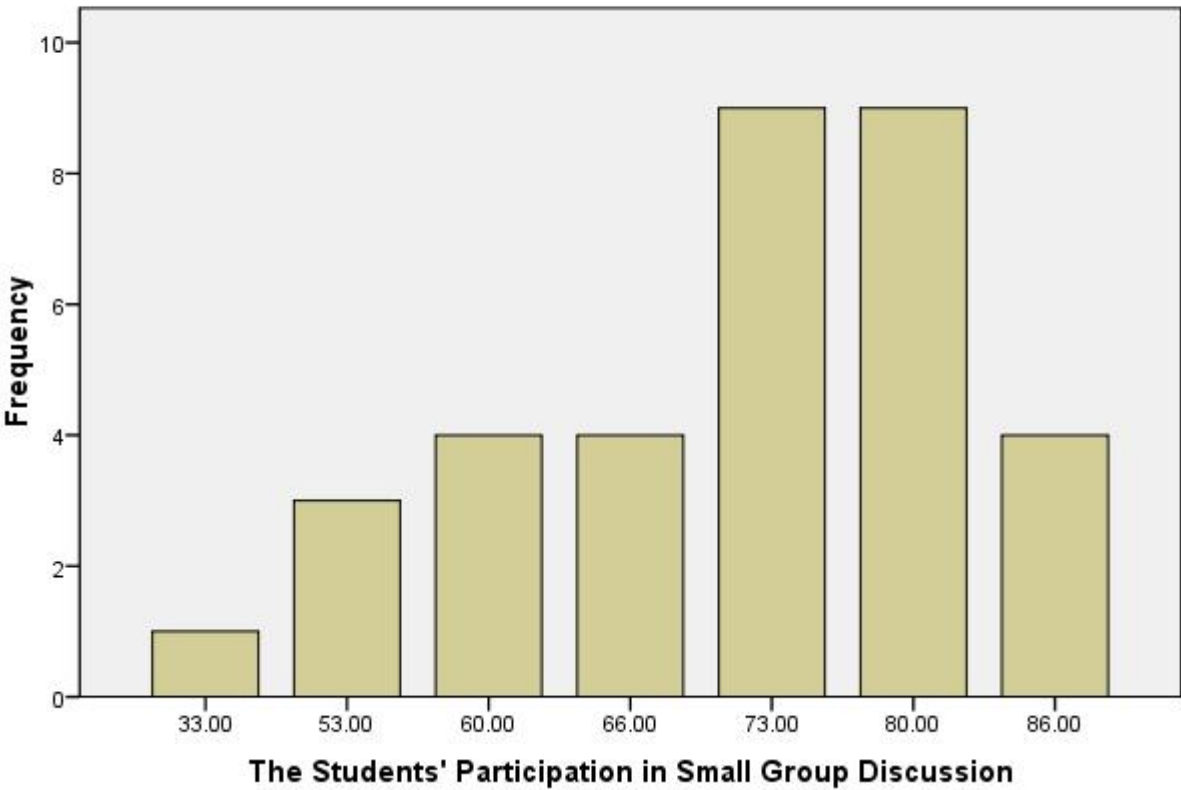
The Average of Rater 1 and Rater 2:

Student	Rater 1	Rater 2	Average
1	72	72	72
2	56	60	58
3	33	48	46
4	33	48	46
5	33	48	46
6	56	60	58
7	68	72	70
8	52	52	52
9	64	72	68
10	44	44	44

11	68	56	62
12	52	52	52
13	64	64	64
14	60	56	58
15	52	48	50
16	60	60	60
17	60	64	62
18	48	44	56
19	60	60	60
20	56	56	56
21	68	64	66
22	48	48	48
23	60	56	58
24	52	52	52
25	48	48	48
26	44	44	44
27	56	56	56
28	60	60	60
29	52	56	52
30	60	60	60
31	60	56	58
32	56	56	56
33	68	72	70
34	68	60	64
Total			1932

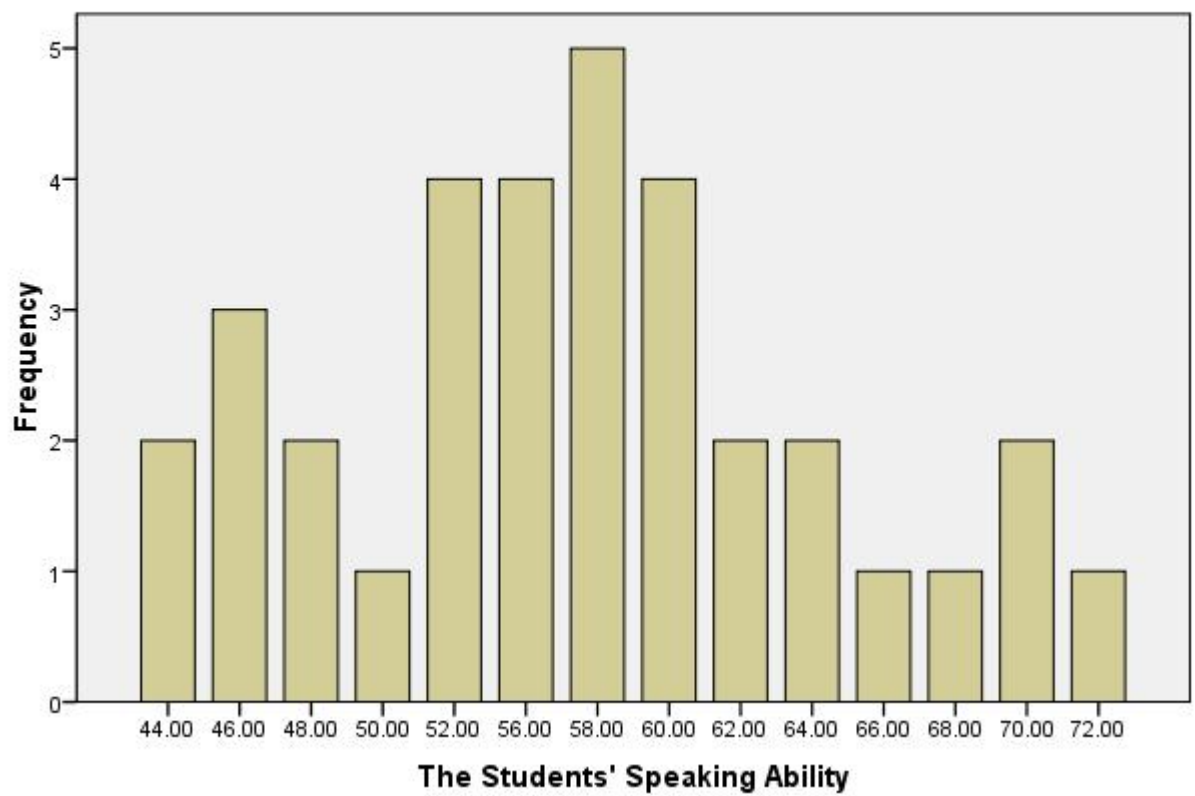
APPENDIX 9

The Students' Participation in Small Group Discussion



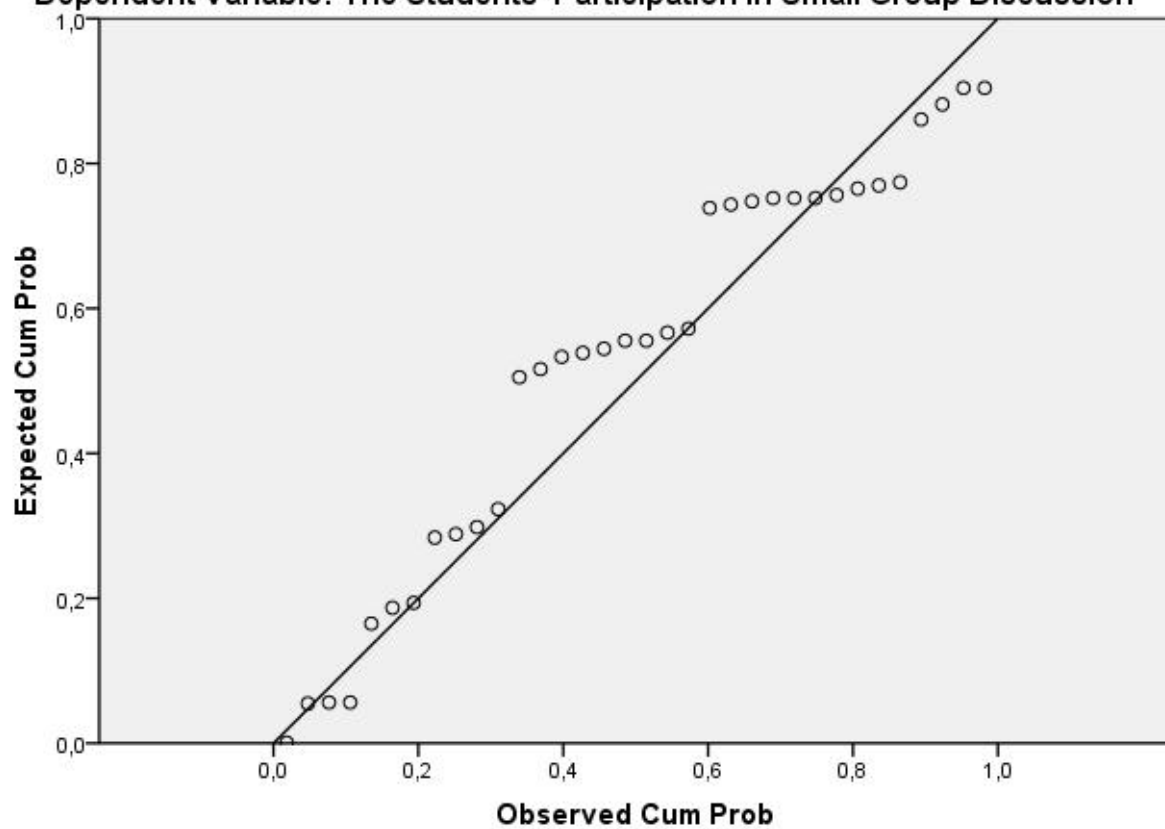
APPENDIX 10

The Students' Speaking Ability



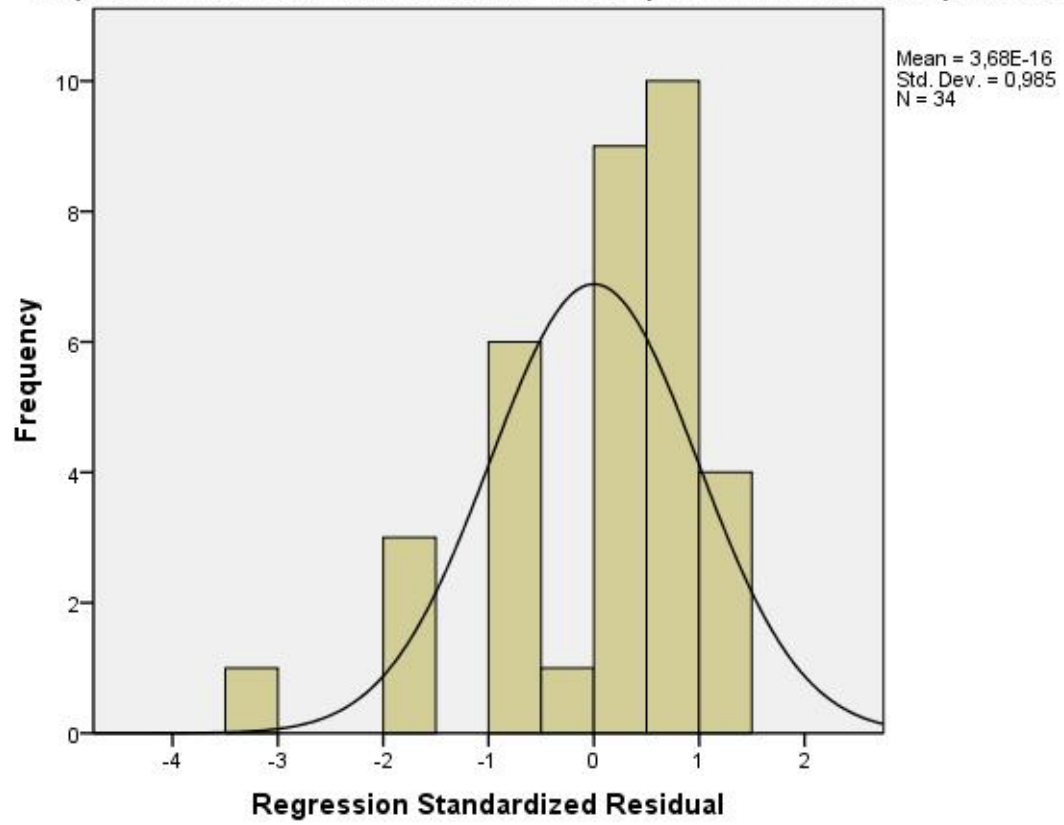
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: The Students' Participation in Small Group Discussion



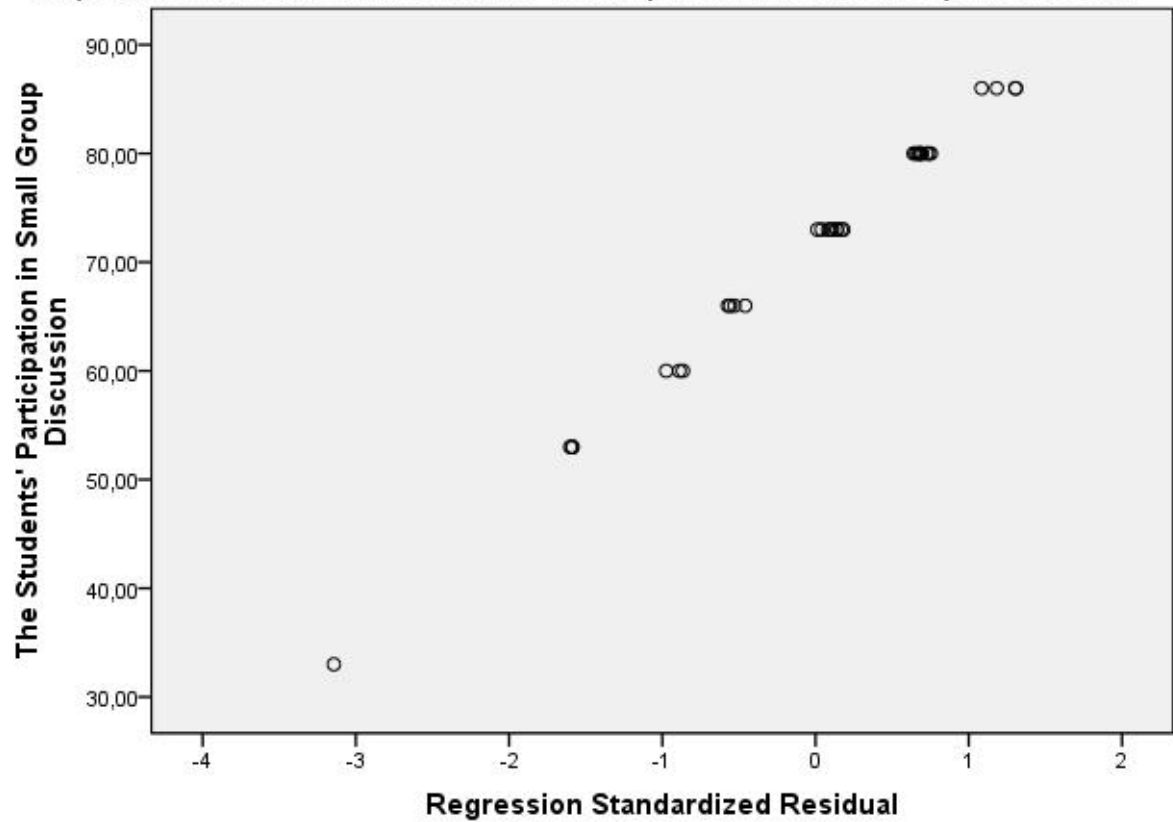
Histogram

Dependent Variable: The Students' Participation in Small Group Discussion



Scatterplot

Dependent Variable: The Students' Participation in Small Group Discussion



hCURRICULUM VITAE



FADHILAH ARDI, lahir di Bukit Kemuning Kec. Lampung Utara pada tanggal 17 Februari 1988. Anak kelima dari pasangan Baharuddin dan Asmarni ini menempuh Pendidikan formal Sekolah Dasar Negeri 07 Balah Air Kec. 6 Lingkung Kab. Padang Pariaman, lulus pada tahun 2000, selanjutnya penulis melanjutkan pendidikan ke jenjang sekolah menengah pertama yaitu SMP Negeri 3 Enam Lingkung Kab. Padang Pariaman, lulus pada tahun 2003.

Setelah itu, penulis melanjutkan ke jenjang sekolah menengah atas di SMA Negeri 1 Tualang Kab. Siak, dan lulus pada tahun 2006. Kemudian pada tahun 2006 penulis melanjutkan studi ke Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau). Selama masa perkuliahan, penulis banyak mendapat pengalaman baik secara akademis maupun kemasyarakatan. Pada bulan Juli s/d Agustus 2009 penulis melaksanakan Kuliah Kerja Nyata (KKN) di Desa Lubuk Batu Jaya Kec. Kulim Jaya Kab. Indra Giri Hulu. Kemudian pada bulan Oktober s/d Desember 2009 penulis melaksanakan Program Pengalaman Lapangan (PPL) di MTs Perawang Kec. Tualang Kab. Siak.

Alhamdulillah, Pada bulan Juli 2011 penulis dapat menyelesaikan studi S1 di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dan berhak menyandang gelar Sarjana Pendidikan (S.Pd.).